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ABSTRACT

A set of instructional materials for introductory Tunisian Arabic is designed for a 12-week Peace Corps volunteer language course. It provides instructional notes for the teacher and a series of lessons on aspects of grammar, phonology, and morphology. Much of the text is descriptive. Lessons include grammar and phonology notes, exercises, and vocabulary. The materials are organized for two phases of language learning: a pre-speech or comprehension phase occupying one-fourth of the total class time, during which the student acquires a passive knowledge of Tunisian Arabic structure and phonology, and an active phase during which the student covers the same material and is drilled in language production. The vocabulary and exercise types differ for the two phases. (MSE)

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Spoken Tunisian Arabic

by

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The Intensive Language Training Center

Indiana University

May, 1966

First Draft

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General Introduction

This course is designed for a 12-week summer course in Tunisian Arabic for Peace Corps personnel. It is supplemented by an Intermediate Course which is not covered during the regular program but which the individual student should pursue on his own after completion of the Basic Course.

The Basic Course is intended to be covered in approximately 360 hours--that is six hours per day, five days a week for 12-weeks. This course has two basic phases: a pre-speech or comprehension phase, and an active phase.

The Pre-speech Phase should occupy about one-fourth of the total class-time; i.e., the first three weeks or 90 hours of classtime. During the Pre-speech Phase, the student should acquire a passive (but not active) knowledge of the structure of Tunisian Arabic. He is exposed to, and drilled on essentially all of the points of Tunisian phonology (speech sounds), morphology (word building) and syntax (sentence building) which he is expected to be able to handle at the end of the entire course.

The Active Phase occupies the remaining three-fourths of the allotted classtime. During this phase, the student is presented with the same points of structure in a similar order and is drilled on the production of the language. The vocabulary and type of exercises for this phase will differ from the first phase.

Although Tunisian does use the Arabic alphabet for writing, this script is difficult to learn and of no use when the purpose is to learn to produce and understand the language in its spoken form. Consequently, a modified phonetic transcription is used throughout this course.

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Phase I. Pre-speech

This phase is divided into 60 sections. Each section should be covered completely (that is, so that every student knows 100 percent of the material in that section) in one hour. Review sections and daily quiz suggestions are provided. The instructor should also provide for weekly tests, but these are not included in these materials.

It is assumed that the 60 hours of class work will be supplemented by 30 or so hours of tape lab, in which the student is exposed to various tasks of comprehension based on the lesson material.

In this phase, the student should learn to understand the language--this is generally demonstrated by giving the correct English translation for a given Tunisian word, phrase, or sentence. Although students are not asked to produce any Tunisian forms during the course of this phase, it is left to the instructor's discretion to counsel students on the advisability of attempting to speak the language outside of class.

The homework each day is essentially vocabulary learning. In the pre-speech phase, vocabulary learning means being able to give the correct English translation for a heard Tunisian word; it also means being able to give the proper grammatical description of the word - e.g. a masculine singular noun.

Vocabulary, with a few exceptions, is limited to 10 new items per section. This gives approximately 40 items to be learned per day and will result in a passive vocabulary of around 600 words at the end of the pre-speech phase. Many of these words will be encountered again during the active phase of the course, and the student should not be disturbed by the fast rate of vocabulary building during the initial phase.

Pre-speech Phase Testing

The form of quizes and tests.

I. Quizes: Daily quizes should be given at the start of each day, based on the previous day's material. These quizes should consist of two parts: vocabulary and grammar.

A. Vocabulary. Vocabulary items should be presented orally in Tunisian. Students should respond by giving the correct English translation.

B. Grammar. Sentences containing the grammatical points illustrated in the previous day's material are read orally in Tunisian. These sentences should contain familiar and unfamiliar material. The student should be able to pick out the familiar item and give the correct translation of this item or give the correct grammatical classification. This section can be conveniently done by using multiple-choice answer format.

For example; suppose the materials being tested are the direct object verb suffixes. The test sentence might be:

1. hāǰi ṭṭufla elli kallamtik ʿalīha

Even if none of these words is known to the student, he should be able to 1) pick out the verb, 2: isolate the direct object suffix, 3) give the correct translation of this suffix. Thus the multiple choice answer sheet format might appear as:

1. The direct object is:
   a. me
   b. them
   c. you
   d. us

Alternatively the whole verb form might be tested by:

1. The whole verb form means

   a. I told him

   b. he told me

   c. they told her

   d. I told you

II. Tests.

Tests should be given at least once a week and preferably at each significant point in the exposition of the structure of the language. Since vocabulary and partial grammar translation are covered in the quizes, it is felt that larger tests should involve selecting the proper translation of complete sentences.

Thus, all vocabulary items in the test sentences should be known; a multiple-choice format should be used where the choices are complete translations.

For example, using our previously given example sentences:

1. hāǰi ṭṭufla elli kallamtik ʾalīha

   a. here is the girl I told you about.

   b. here is the girl who told you about me

   c. here is the girl who told me about you

   d. none of the above.

Notice that these choices test comprehension of grammar - not vocabulary.

A note about exercises.

Each section in this Pre-speech Phase contains a paragraph giving instructions for exercises. No specific sentences are provided, however, and the classroom teacher is expected to be able to construct his own.

In these sentences it is not often important that all of the words be familiar to the student. If, for example, noun plurals are the topic for the hour, the sentence need contain only one familiar item - a plural of one of the nouns known to the student. The students' task in such an exercise is to pick out the familiar word in the sentence and either translate it or provide the correct grammatical classification of it.

Phase I: Pre-speech
Outline of Lessons

1. Basic Vowels and Consonants
2. Non-English Consonants
3. Emphatics
4. Grammatical function of selected consonants
5. Minimal Pairs
6. Sun and moon consonants
7. The definite article
8. Noun plus adjective: The article
9. Noun gender: adjective agreement
10. Noun number
11. Noun-adjective number agreement
12. Possessive suffixes.
13. Adjectives with possessed nouns.
14. The genetive construction
15. Present tense "to be" sentences
16. Personal Pronouns
17. Negation of present-tense "to be" sentences
18. Interrogation of present-tense "to be" sentences.
19. Interrogative forms of personal pronouns.
20. Possessive suffixes with prepositions.
21. "To be" sentences: accomplished tense.
22. Demonstrative pronouns.
23. Demonstrative adjectives.
24. Prepositions with nouns.
25. Wh-interrogatives
26. Relative pronouns.

27. The dual number.

28. Accomplished tense of C-C-C verb roots.

29. Pattern of vowel insertion: accomplished tense.

30. Accomplished tense subject suffixes.

31. Accomplished tense a and u tense markers.

32. Inaccomplished of C-C-C roots.

33. Inaccomplished tense subject affixes.

34. Imperatives of C-C-C verbs.

35. Negation of verbs.

36. Nagative commands of C-C-C verbs.

37. Other types of roots: weak and doubled radicals.

38. Accomplished tense: W-C-C roots.

39. Inaccomplished and imperatives: W-C-C roots.

40. Accomplished tense: C-W-C roots.

41. Inaccomplished and imperatives: C-W-C roots.

42. Accomplished tense: C-C-W roots.

43. Inaccomplished and imperatives: C-C-W roots.

44. Accomplished tense: C1-C2-C2 roots.

45. Inaccomplished and imperatives: C1-C2-C2 roots.

46. 'ayin root verbs.

47. Expressing future tense.

48. The present progressive.

49. The past progressive.

50. The active participle.

51. The passive participle.

52. The verb "to have".

53. Direct object suffixes.

54. Indirect object suffixes.

55. Verbs in series: 1st person plural imperative.

56. Counting I.

57. Counting II.

58. Telling Time

59. Weights and measures.

60. Directions.

Pre-speech 1. Basic vowels and consonants.

A. Grammar. Many of the vowels and consonant sounds of Tunisian Arabic are similar to sounds in English and should not cause any difficulties.

The principal vowels are i, a, and u which may be either short (i, a, u) or long (ī, ā, ū). They are similar to the English vowel sounds illustrated below:

i	pit , lid
a	pat , lad
u	put , look
ī	seed, weed
ā	dock, pot
ū	duke, cool

In addition, one may encounter the vowel sounds e as in led and o as in road. They are not very common and occur only in one length (there is no ē or ō).

The Tunisian consonants having similarity to English sounds are:

b	as in bad
d	as in dad
đ	as in that
f	as in fat
g	as in gate
h	as in hat
ž	as in azure
k	as in cat
l	as in lad
m	as in mat
n	as in nack
s	as in sat
š	as in ship
t	as in tack
θ	as in thin
z	as in zoo
w	as in win
y	as in you

B. Exercises. Listen to the following word list. 1) Respond by pointing to the correct transcription of the word heard, 2) Respond by transcribing the word heard.

min	blād	itkūn
inti	šwaya	kān
žīt	žonz	ṯimt
	fī	šokran
ḏama	tūnis	ses
huwa	ūtīl	haḏi
sī	hūma	gaz

Pre_speech 2. Non-English consonants.

A. Grammar. A number of Tunisian consonants do not have English counterparts.

We will put off any attempt to explain their articulation until the Second Phase. For now, your job is to learn to associate these sounds as made by the instructor with the symbol by which it is denoted in transcription.

The symbols and example Tunisian words are:

ġ	ġir	luġa	bālaġ
x	xīr	tixdim	baxx
ḥ	ḥabb	aḵḥal	mlīḥ
q	qaddaš	taqra	suq
r	rakib	bark	msūgir
ʔ	ʔamirlka	yisʔal	ʔaqra
ʕ	ʕarbi	saʕid	ʕismaʕ

Pre-speech 3. "Emphatic" consonants.

A. Grammar. Tunisian has a set of consonants called "emphatics".

They are of two types.

1. The velar or pharyngeal consonants x, ġ, q, and ʕ.

2. Velarized variants of standard consonants. These are always denoted in the transcription by subscript dot. They include: ṭ,ṣ,ḥ,ḍ, and perhaps ṯ and ḏ.

The number of velarized consonants in a person's speech varies considerably as a function of how "classical" he wishes to be. The velarized variants appear to have disappeared altogether in some dialects.

One cannot generally hear a difference in velarized and non-velarized pairs--what is heard is a change in vowel quality.

Compare vowel quality in the following pairs:

h vs x	har	wonder		xar	knocked out
r vs ġ	rab	a boiled egg		ġab	missed
k vs q	θakil	father lost his son		θaqil	heavy
ʔ vs ʕ	smaʔ	the sky		smaʕ	he heard
t vs ṭ	tāb	he repented		ṭāb	it is cooked
s vs ṣ	sīb	sword		ṣif	summer
h vs ḥ	habb	it blew		ḥabb	he liked
d vs ḍ	dar	he turned		ḍar	the house
ð vs ð̣	ðab	it melted		ð̣abb	morning fog
θ vs θ̣	θar	he stood up		θ̣ar	he revolted

Pre-speech 4. Grammatical significance of selected consonants and vowels.

A. Grammar. Three consonants in our system of transcription have special grammatical features.

1) 'hamza' ʔ. This symbol represents what might be called a "phantom consonant" in that it is often not pronounced at all. When it is pronounced, it is articulated as a "glottal stop" --like the dialect pronunciation of bottle. It is necessary to write the symbol, however, whether it is pronounced or not, since it is part of the root of many words. This consonantal root is the basis for many grammatical features. This will be made clear in the sections on verb conjugation.

2) w and y. The symbols w and u, y and i actually represent the same element of the language. In pronunciation, the consonantal and vocalic forms are governed by a set of distributional rules as follows;

a. w,y occur before vowels and between vowels and silence.
b. u,i occur before consonants and between consonants and silence.
c. u & w becomes ū.
d. i & y becomes ī.

Since w and y are important for giving the root structure of Tunisian words, these forms are always used in discussing grammatical points; they may, however, be pronounced u and i, respectively, on the basis of distribution.

For example, a certain verb suffix is given as -u, but after verbs ending in vowels, it is pronounced -w: compare gālu 'they say' and šraw 'they bought'.

3) The three consonants ʔ, w, and y are "weak" consonants and are treated under special headings in the sections on conjugation.

Pre-speech 5. Minimal pairs.

A. The easiest way to display and deal with contrastive sounds is in terms of "minimal pairs". Minimal pairs are pairs of words of different meanings which differ by one and only one speech sound.

B. Exercises. You will hear the list of minimal pairs below presented in random order. At first respond by pointing to the correct member of the pair when only one of the pair is given. When this can be done easily respond by giving the correct transcription of the word.

ā : a	ʕām	ʔam
ū : u	kūl	kul
ī : i	ṭīf	ṭif
e : i	ber	bir
o : a	folk	falk
x : ġ	xīr	ġīr
r : ġ	rāb	ġāb
x : ḥ	xāf	ḥāf
ʕ : ʔ	ʕam	ʔam
t : ṭ	tāb	ṭāb
ṇ : ṇ	ṇal	ṇal

s : ṣ	sār	ṣār
d : ḍ	darr	ḍarr
d : ȡ	dall	ȡall
ḍ : ȡ	ḍall	ȡall
ḍ : ϴ	ȡam	ϴam
t : ϴ	tam	ϴam
n : m	nāl	māl
z : ž	zār	žār
s : š	sar	šar
š : ž	šarr	žarr

Pre-speech 6. Grammar "Sun" and "Moon" consonants.

A. Grammar

Tunisian consonants are also classified as "sun" or "moon" consonants. The sun consonants are those produced with the tongue approximating the upper teeth, alveolar ridge, or front of the hard palate. The sun consonants are t , ṭ, d, s, ṣ, š, ž, z, ȡ, ḍ, ϴ, r, l, and n. Notice the place of articulation of these initial consonants in the following words:

trab	sand
ṭīr	bird
dar	house
sīr	band
ṣabaḥ	morning
šams	sun
žar	neighbor
zīn	beauty
ȡīl	tail
ḍil	shadow
ϴar	vengeance
ražil	man
lūz	almonds
nar	fire

The moon consonants are all the rest of the consonants. They are illustrated in the following words:

ʔum	mother
bab	dear
matar	airport
far	rat
kef	palm (of the hand)
gʕūd	baby camel
xarita	map
ġaba	forest
hārab	fugitive
ḥadd	limit
warqa	paper
yūm	day
ʕām	year
qlam	pencil

B. Exercises

Listen to the nouns of the above lists presented in random order (teacher's dictation or tape). If the word begins with a "sun" consonant, respond with the word <u>sun</u>; if the word begins with a "moon" consonant, respond with the word <u>moon</u>. Continue this exercise unti all students understand and recognize the distinction.

Pre-speech 6. Vocabulary

1.	dar	house
2.	sabaḥ	morning
3.	zīn	beauty
4.	raǯil	man
5.	yūm	day
6.	ʕām	year
7.	qlam	pencil
8.	matar	airport
9.	bab	door
10.	šams	sun

Pre-speech 7. The Definite Article

A. Grammar

All of the words in Section 6 are nouns and the forms given are indefinite, that is the English translation would be a or an something. The definite article, the, has two forms in Tunisian: if the first consonant of the noun is a moon consonant, ʔə'l is prefixed to the noun; if the first consonant of the noun is a sun consonant, this first consonant is doubled.

B. Exercises.

Listen to the noun list for moon consonants with and without the definite article.

bab	door	lbab
matar	airport	lmatar
far	rat	lfar
kef	palm	lkef
gʕud	baby camel	lgʕud
xobz	bread	lxobz
ġaba	forest	lġaba
harab	fugitive	lharab
ḥadd	limit	lḥadd
waḥid	one	lwaḥid
yum	one day	lyum today
ʕayin	eye	lʕayin
qdem	foot	lqdem

When the noun begins with a sun consonant, the definite article is added by doubling the first consonant of the noun.

Listen to the list of nouns below with and without the definite article.

trab	sand	ttrab
ṭir	bird	ṭṭir
dar	house	ddar
sir	band	ssir
ṣabaḥ	morning	ṣṣabaḥ

šams	sun	ššams
žar	neighbor	žžar
zin	beauty	zzin
ɖil	tail	ɖɖil
ḍil	shadow	ḍḍil
Θar	vengeance	ΘΘar
ražil	man	rražil
luz	almonds	lluz
nar	fire	nnar

Listen to this list presented in random order. Tell whether the definite article is present or not.

The teacher will present Tunisian nouns in the definite or indefinite form. Drill on these until all students can easily identify the two forms.

C. Vocabulary

1.	ʔutīl	hotel
2.	taksi	taxi
3.	suq	market
4.	lā	no
5.	inʕam	yes
6.	ʕayin	eye
7.	qdem	foot
8.	xobz	bread

Pre-speech 8. Noun plus adjective.

A. Grammar.

Adjectives generally follow the nouns they modify. Thus an English phrase like <u>a good man</u> would, in Tunisian, be ordered <u>a man good</u>. For example:

ʔutīl	mlīh	a good hotel
taksi	bahi	a good taxi
xobz	arbi	an arabic bread
hanut	ndīf	a clean shop
matar	zīn	a beautiful airport
yūm	barid	a cold day

If the noun has a definite article, the adjective must also have it. The rules for forming the definite article on adjectives are identical to those for nouns. Thus:

lutīl	lmlīh
ttaksi	lbahi
lxobz	lʕarbi
lhanut	nmrīf
lmatar	zzīn
ššams	ssxun
lyūm	lbarid

B. Exercises

Listen to noun phrases presented by teacher or tape. Respond by saying whether the forms are definite or not.

C. Vocabulary

1.	žumʕa	week
2.	suʃal	question
3.	žwab	answer
4.	luġa	language
5.	bint	girl, daughter
6.	mlīh	good, fine
7.	barid	cold
8	sxun	hot
9.	bahi	good
10.	ʕarbi	Arabic, Arabian

Pre-speech 9. Gender.

A. Grammar

Singular nouns are either masculine or feminine. Masculine nouns take the masculine form of modifying adjectives; feminime nouns take the feminine form of modifying adjectives.

The masculine:feminine distinction (called gender) is a purely grammatical feature which has nothing to do with sexual gender.

The masculine form of adjectives was seen in Section 8. The feminine is formed by adding an <u>-a</u> to the masculine.

Some masculine nouns are:

ʔūtīl	hotel
serbis	service
taksi	taxi
matar	airport
suq	market

Some feminine nouns are:

ʒumʕa	week
suʔāl	question
ʒwāb	answer
luġa	language
bint	girl, daughter

The masculine and feminine forms of some adjectives are:

Masculine	Feminine	
mlīḥ	mlīḥa	fine, okay
barid	barida	cold
sxun	sxuna	hot
zīn	zīna	beautiful
bahi	bahiya	good
ʕarbi	ʕarbiya	Arab

B. Exercises

Listen to noun plus adjective phrases formed from the word lists above. Respond by indicating the gender of the noun (listen to the adjective ending) and tell whether the phrase is definite or not.

C. Vocabulary

Learn the gender of all nouns in the vocabularies up to this point.

Pre-speech 10. Number

A. Grammar

Nouns in Tunisian have three forms depending on the number of things denoted. The forms are the singular, dual, and plural. The dual will be presented in a later section. Unlike English, the plural form of a Tunisian noun cannot be given by rule, one must learn the plural form in just the same way that the singular form is learned.

Singular	Plural	
utīl	witla	hotel
serbis	srabis	service
taksi	taksiyet	taxi
matar	matarat	airport
suq	swaq	market
zumʕa	zumʕat	week
suʔal	ʔasʔla	question
žwab	žawabat, ažwba	letter, answer
luġa	luġat	language
bint	bnat	girl
xobz	—	bread
dar	dyar	house
šams	šmus	sun
yum	ayām	day
bab	bibān	door
far	firēn	rat
kefʕ	kfuf	palm of the hand
gʕud	geʕdan	baby camel
ġaba	gābāt	forest
waḥid	wḥud	one
ʕayin	ʕyun	eye
qdem	ʔaqdem	heel
trab	ʔatrba	sand
ṭir	ṭyur	bird
sir	syur	strip
ṣabah	—	morning
žar	žirēn	neighbor
zin	zyūn	beauty

ʤil	ʤyul
ʤil	ʒaʤlēl
ϑar	
luz	
nar	niran

B. Exercises

1. Listen to the forms above presented in random order: respond with the correct number of the noun--ie. plural or singular.

2. Given the nouns in random order on paper, match the singular and plural forms of each noun.

C. Vocabulary

Learn the plural forms of all nouns given in previous vocabularies.

Pre-speech 11. Adjective-Noun Number Agreement.

A. Grammar

An adjective modifying a noun must agree with that noun in number. The plural form of an adjective is generally identical to the feminine singular form; ie., with the a ending.

B. Exercises

Listen to noun phrases composed of singular or plural nouns from the memorized vocabulary plus adjectives from previous vocabularies or the vocabulary of this lesson; respond by giving the correct number and, if singular, gender of the noun phrase.

C. Vocabulary

			Plural
1.	blad (m)	country	buldan
2.	blad (f)	town	buldan
3.	kbir adj.	large	
4.	bit (f)	room	byut
5.	xīr adj.	good	
6.	amirika	America	Amerikiyīn
7.	amiriki	American	

8.	u (w)*	and	
9.	tunis	Tunis or Tunisia (f. blad)	
10.	madrsa (f)	school	mdaris

* u if the following word begins with a consonant,
w if the following word begins with a vowel; e.g.
lbit innədīfa u lkbira
lbit lkbira winnədīfa

Pre-speech 12. Possessive suffixes.

A. Grammar

The possession of nouns--eg. my hat, his house, etc.--is done by posseesive suffixes attached to the noun possessed. The possessive suffixes and their meanings are:

-i	my
-ik	your (sg.)
-u	his (its)
-ha	her (its)
-na	our
-kum	your (pl.)
-hum	their

B. Exercises

Listen to nouns of previous vocabularies presented with possessive suffixes: respond by indicating the proper Tunisian suffix.

Repeat the exercise, this time responding with the correct translation of the suffix.

C. Vocabulary

1-7. Learn the possessive suffixes.

8.	makla (f.)	food	pl.	maklāt
9.	qdīm	old	F.&pl.	qdīma
10.	esm (m.)	name	pl.	esami

Pre-speech 13. Adjectives with Possessed Nouns.

A. Grammar

If a noun has a possessive suffix, it can not also take the definite article. However, adjectives modifying possessed nouns must have the definite article.

B. Exercises

Listen to noun phrases constructed from nouns and adjectives in previous vocabularies--with or without the definite article or possessive suffix. Respond by giving the correct translation of the entire noun phrase.

C. Vocabulary

1.	haža, hažet	f.	something
2.	hanut, hwanet	m.	shop
3.	duni, duniya		bad
4.	qrib, qriba		near
5.	šaraʿ, šwaraʿ	f.	boulevard
6.	nahž, nhuž	m.	street
7.	žama , žowama	m.	mosque

Pre-speech 14. The genetive construction

A. Grammar

Tunisian noun phrases corresponding to English "of" constructions--eg. "the market of the Arabs" are of the form noun & article & noun.

suq lʿarbi the market of the arab
maktab ittayarān the office of flying

B. Exercises

Listen to genetive constructions formed from previous vocabulary.

Listen to genetive constructions contrasted with noun plus adjective constructions; respond by giving the correct translations.

C. Vocabulary

1.	kuliyit	college
2.	fransa	France
3.	wlid, awlad	boy, son, child
4.	sum, swam	price
5.	numru, nwamir	number
6.	muʿalam, muʿalmin	teacher
7.	nahz, nhuz	street
8.	suq, swaq	markets
9.	ras, rus	head
10.	karhba, krīahib	cars

Pre-speech 15. "To be"

A. Grammar

1. Tunisian does not normally express forms of the verb "to be" in the present tense.

ilblad žmīla	the country <u>is</u> fine
ašniya ḥwalik	how <u>are</u> you
wīn issfara lamirikiya	where <u>is</u> the American Embass
hahuwa (m) maṭ'am	here <u>is</u> a restaurant
hahiya (f) iḥayyara	here <u>is</u> the plane
esmi....	my name <u>is</u> ..

2. Thus, a construction of noun with definite article or possessive suffix plus an adjective without the definite article can only mean "a something is something". Compare:

lutīl lmlīḥ	the good hotel
lulīl mlīḥ	the hotel is good

B. Exercises

Listen to noun plus adjective constructions with previous vocabulary contrasted on the format:

1. a something something.
2. the something something.
3. a something is something.
4. the something is something.

Respond by giving the correct translations. In some cases constructions of types 1 and 3 may be ambiguous.

C. Vocabulary

1.	wīn	where (is)
2.	kīf	how (is)
3.	eš	what (is)
4.	hahuwa	here (is) m.
5.	hahiya	here (is) f.

Pre-speech 16. Personal Pronouns

A. Grammar

The subject personal pronouns of Tunisian are:

ama	I	aḥna	we
inti	you	intuma	you
huwa	he	huma	they
hiya	she		

B. Exercises

Listen to "to be" sentences formed with personal pronouns. Respond by giving the correct pronoun. Use sentences from 15 as models, respond by giving translation of the sentence.

C. Vocabulary

Learn the personal pronouns.

Pre-speech 17. Negation of present-tense "to be" sentences.

A. Grammar

"To be" sentences in the present tense are negated in two ways. Both ways must be learned.

1. Select the personal pronoun which agrees with the subject in gender and number: huwa is used for masculine singular subjects; hiya for feminine singular and plural subjects.

Affix the negative marker ma...š to the pronoun.

E.g.'s lutīl mlīḥ

lutīl mahuwaš mlīḥ

lbīt mdīfa

lbīt mahiyeš mdīfa

lbyūt mdīfa

lbyūt mahiyeš mdīfa

2. The form mūš may be used in place of either mahuwaš or mahiyeš.

B. Exercises

Listen to positive and negative forms of "to be" sentences. Respond by giving the correct category positive or negative and by the correct gender and number of the subject.

C. Vocabulary

			Plural
1.	ma...š	is not	
2.	mūš	is not	
3.	maktab (m)	office	
4.	nhār (m)	day	
5.	xbar (m)	news	xbār
6.	ʔamma	but	
7.	lāhi (m)(adj.)	busy	lahīn
8.	yum (m)	day	ayēm
9.	rboʔ (m)	one quart	
10.	xobza (f.)	one loaf of bread	xobzet

Pre-speech 18. Interrogation of "to be" sentences.

A. Grammar

Sentences of the form "something is something" are made interrogative--"is something something" by putting the thing questioned in the first position and suffixing a -šī to it.

lutīl mlīh
mlīhšī lutīl

lbīt mdīfa
mdīfašī lbīt

lbyūt mdīfa
mdīfašī lbyūt

B. Listen to declarative and interrogative forms of "to be" sentences. Respond by giving the correct translation of the sentence.

C. Vocabulary

1.	-šī	interrogative suffix
2.	kbīr	big
3.	sġīr	small
4.	mdīf	dean
5.	wāsā?	large
6.	yesēr	much
7.	baršą	much
8.	šwaya	little

Pre-speech 19. Interrogative forms of personal pronouns.

A. Grammar

There are special forms of the personal pronouns to which the interrogative particle -sī is suffixed. It is well to learn the whole interrogative as a single word. These special interrogatives are:

anišī	am I
ākšī	are you
ahušī	is he
ahišī	is she
anašī	are we
akumšī	are you
ahumšī	are they

B. Exercises.

Listen to positive and interrogative forms of sentences of the type: "I (he, she, you, we, they) am (is, are) here (there, American, Tunisian, etc.). Give the correct translation of these sentences--at least the pronominal part.

C. Vocabulary

Learn the interrogative personal pronoun forms.

Pre-speech 20. Pronominal suffixes with prepositions.

A. Grammar

The possessive suffixes learned earlier may be used with certain prepositions to express notions like "to him", "by her", "past it", etc.

Some such prepositions are:

li	with, in
fī	at , in
min	from
imta	of
mʿa	with
li (il(a))	to

B. Exercises.

Listen to the teacher combine these prepositions with the possessive suffixes. Respond by giving the correct translation of the resulting word.

C. Vocabulary

Learn the prepositions above.

Pre-speech 21. The Accomplished tense of "to be"

A. Grammar

Although in the present tense Tunisian does not use a word corresponding to English am, is or are, the past tense of this verb is directly expressed. The forms must agree with the subject in number and gender. They are:

	Singular	Plural
First	kunt	kuna
Second	kunt	kuntu
Third M.	kān	kānu
Third F.	kānit	

B. Exercises

Listen to "to be" sentences in the present and past tense forms. Respond by giving the correct translation.

C. Vocabulary.

Learn past tense forms of "to be".

Pre-speech 22. The demonstrative pronouns.

A. Grammar

The demonstrative pronouns (English--this one, that one, these, those) in Tunisian are distinguished according to number and gender (unlike English, where only number is considered). The usage is parallel to that in English where this denotes something here and that denotes something there.

The forms are:

		Singular	Plural
this	masculine	hada(ya)	haduma
	feminine	hadi(ya)	hadiya
that	masculine	hadaka	haduka
	feminine	hadika	hadika

B. Exercises

Listen to sentences of the form "this is large, that is clean, these are hot, those are cold, etc.", give the proper translation.

C. Vocabulary

Learn the demonstrative pronouns.

Pre-speech 23. The demonstrative adjective

A. Grammar

The demonstrative adjectives in Tunisian are--unlike English--not the same forms as the demonstrative pronouns. Whereas in English this can be used for either; e.g., this is the one, this man is mad, Tunisian distinguishes these usages. The modified noun must take the definite article, e.g. hadiya lbyūt--these rooms.

The forms for the demonstrative adjective are:

		Singular	Plural
this	masculine	hada	hadi
	feminine	hadi	hadiya
that	masculine	haka	hakuma
	feminine	haki	hakiya

B. Exercises

Listen to sentences of the form "this room is large, that man is an arab, those taxis are clean, those hotels are cold,etc.", give the correct translation.

C. Vocabulary

Learn the demonstrative adjectives.

Pre-speech 24. Prepositions with nouns.

A. Grammar

The prepositions may be used as prefixes on nouns (definite or indefinite) to express locative or directional notions.

B. Exercises

Listen to sentences using prepositions of section 20 with nouns of previous vocabularies. Give the correct translation of the prepositional phrase.

C. Vocabulary

Nouns			Adjectives		
Singular	Plural		Singular	Plural	
rāžil	ržāl	man	mlīḥ	mlāḥ	good
ḥānut	ḥwānit	shop	sinih	smāḥ	handsome
xīr	xīrāt	welfare	kbīr	kbār	big
žmal	žmāl	camel	bāḥi	bāḥīn	nice
			ṣġīr	ṣġār	small

Pre-speech 25. Wh-interrogatives.

A. The Wh-interrogatives are those corresponding to English who, what, which, where, when, as in:

who is here?
what is there?
Which is correct?
Where is he?
When is a rose not a rose?

The Tunisian forms are:

ešku̇n	who
eṧ	what
eṧ	which
wīn	where
waqtēs	when

B. Exercises

Listen to sentences with the Wh-interrogatives. Pick out and translate the interrogative.

C. Vocabulary

eṧ	what, which
ešku̇n	who
wīn	where
waqtēs	when

Pre-speech 26. Wh-relative pronouns

A. Grammar

Wh-relative pronouns are the English forms who, which, and that as in:

the man who is tall is here
the rock that fell has fallen
the thing which has meaning means

The Tunisian form for these relative pronouns is: elli.

B. Exercises.

Listen to sentences containing relative clauses. Pick out and translate these clauses.

C. Vocabulary

elli — who, that, which

Nouns

Singular	Plural	Meaning
mra	msā ʔ	woman
bint	bnāt	girl
wlid	wlād	boy

wālid	wāldīn	parent
bu	ʔebeʔ	father
ʔumm	ʔummet	mother
žadd	ždud	god-father
ʿamm	ʿmuma	uncle (father's)
xāl	xwel	uncle (mother's)
ʿamma	ʿammet	aunt(father's)
xāla	xālet	aunt(mother's)

Pre-speech 27. The Dual

A. Grammar

In addition to the normal plural, Tunisian has a special form to denote two things. This form, called the dual, is generally found only in fairly common lexical items. It is used extensively for the parts of the body which come in pairs.

The dual is formed by adding the suffix -īn to the normal singular. The word for two also shows this dual form.

B. Exercises

Listen to sentences using dual forms. Contrast dual with singular and plural forms. Give proper category of number.

C. Vocabulary. Common duals.

	θnīn	two
	mitīn	200
	alfīn	2,000
ʿayīn	ʿinīn	eyes
sāq	sāqīn	feet
widn	widnīn	ears

Pre-speech 28. Verbs. Accomplished; C-C-C.

A. Grammar

Tunisian has two verb tenses--a past or accomplished tense and a non-past or inaccomplished tense. There is no special future tense. The terms accomplished and inaccomplished are used here due to their commonality in French grammars of Tunisian.

It is usual to begin the study of verbs with the accomplished form since one can derive the inaccomplished form from the accomplished (but not vice versa).

Tunisian verbs--as well as all Tunisian words--are formed from a root consisting of one or more consonants, e.g., k...t...b "writing", which convey a basic meaning, plus one or more inserted vowels which modify or delimit this general meaning--eg. -i- in ktib "wrote", plus one or more affixes--prefixes or suffixes--which further specify the meaning of the word.

The most common type of verbal root is the tri-consonantal one of C-C-C. The accomplished tense of these verbs has the vowels i, a, or o inserted in these roots.

B. Exercises

Listen to the accomplished tense verb forms below. Write the consonantal roots of these verbs.

C. Vocabulary

ktib	he	wrote
qrib	he	approached
ḥlim	he	dreamt
fhim	he	understood
ḥsib	he	counted
šrib	he	drank

Pre-speech 29. Pattern of vowel insertion in the accomplished tense of C-C-C roots.

A. Grammar

The i tense marker is inserted after the second consonant of the tri-consonantal roots for all forms except the third person singular feminine (she) and the third person plural (they).

For example:

	Singular	Plural
First	ktib-	ktib-
Second	ktib-	ktib-
Third m.	ktib-	[illegible]
Third f.	kitb-	kitb-

B. Exercises

Observe accomplished tense patterns for all verbs given in 28.

C. Vocabulary

None.

Pre-speech 30. Accomplished tense subject suffixes.

A. Grammar

In the accomplished tense, the verbs indicate the person and number of the subject by means of a set of suffixes. Since the subject is indicated by these suffixes, it is possible to have sentences with no pronominal subject expressed.

The suffixes are:

I	-t
you	-t
he	-
she	-it
we	-na
you	-tu
they	-u

For example:

ktibt	I wrote	ktibna	we wrote
ktibt	you wrote	ktibtu	you wrote
ktib	he wrote	kitbu	they wrote
kitbit	she wrote		

B. Exercises

Listen to the full accomplished tense forms in sentences. Pick out the verb, give the proper translation of the suffix. Give the proper translation of the whole verb.

C. Vocabulary

Learn the accomplish tense subject suffixes.

Pre-speech 31. a and o tense marker

A. Grammar

The accomplished tense marker for tri-consonantal roots is not always i; but may also be a or o. The pattern of vowel insertion, however, remains the same no matter what vowel appears.

eg.	ana tlabt	frott
	inti tlabt	frott
	huwa tlab	frot
	hiya talb it	fortit
	ahna tlabnu	frotnu
	intuma tlabtu	frottu
	huma talbu	fortu

B. Exercises.

Listen to accomplished tense forms of the verbs below. Give the correct translation of the verb.

C. Vocabulary

ʕraf	he knew
hbat	he came down
rzaʕ	he returned
xsar	he lost
rqad	he slept
dhor	it appeared
xtob	he made a speech
frot	he became overdue
zloq	he slipped
fton	he noticed

Pre-speech 32. Inaccomplished tense of c-c-c roots.

A. Grammar

The inaccomplished (present or future) tense of c-c-c roots follow the pattern (where V=a,i, or u.).

ana	-CCVC-
inti	-CCVC-
huwa	-CCVC-
hiya	-CCVC-
ahna	-CCC-
intuma	-CCC-
huma	-CCC-

Verbally, we may say that the tense marker (the vowel a, i, or u) is absent in all plural forms and follows the second radical in all singular forms.

There is no way to predict which of the vowels will be used in the inaccomplished tense forms.

e.g.s.

ana	-tlib	-sxun	- raf
inti	-tlib	-sxun	- raf
huwa	-tlib	-sxun	- raf
hiya	-tlib	-sxun	- raf
ahna	-tlb	-sxn-	- rf-
intuma	-tlb-	-sxn-	- rf
huma	-tlb-	-sxn-	- rf

B. Exercises.

Listen to sentences containing inaccomplished tense forms of the verbs below and in previous sections. Give the correct translation of the verb.

C. Vocabulary.

Learn inaccomplished tense forms of:

ktib	ɛraf	frot
qrib	hbat	zloq
hlim	rzaɛ	fton
fhim	xsar	
	rqad	
hsib	dhor	
srib	xtob	

New Verbs:

sxon	it became hot
sloḥ	it became good
ʕlim	he knew
qdom	it became old

Pre-speech 33. Inaccomplished tense subject affixes.

A. Grammar.

In the inaccomplished tense, the number and person of the subject is indicated by a set of affixes. There is a suffix -u which indicates plurality and prefixes which indicate the person.

The affixes are:

	Singular	Plural
First	nV	nV...u
Second	tV	tV...u
Third m.	yV	yV...u
Third f.	tV	

The vowel of these subject prefixes is identical to the vowel of the stem: if i appears in the stem, i appears in the prefix; likewise for o and a.

e.g.s

niṭlib	nosxon	naʕraf
tiṭlib	tosxon	taʕraf
yiṭlib	yosxon	yaʕraf
tiṭlib	tosxon	taʕraf
yiṭlbu	yosxnu	yaʕrfu
yiṭlbu	yosxnu	yaʕrfu

B. Exercises.

Listen to sentences containing conjugated C-C-C verbs in accomplished and inaccomplished tense. Give the correct translations of the verbs.

C. Vocabulary.

Learn the inaccomplished tense subject affixes.

Pre-speech 34 Imperatives of C-C-C verbs. 36

A. Grammar

The imperative of a C-C-C verb is identical to the stem of the inaccomplished tense, ie. the second person minus the affixes. An obligatory hamza is prefixed to this stem.

The imperative may be either singular or plural.

e.g. ʾktib (you(sing)) write!

ʾktbu (you(plur.)) write!

B. Exercises

Listen to sentences containing imperative forms of c-c-c verbs. Give the proper translation of the verbs.

C. Vocabulary

xdim	he worked
xtim	he finished
zhid	he forgot
hbaṭ	he came down
tlaʿ	he went up
kdib	he lied
ṣdaq	he told the truth
ntaq	he spoke
ḥfaḍ	he learned
bkim	he became mute

Pre-speech 35. Negation of verbs.

A. Grammar

The negative particle ma...šī is used to negate verbs.

eg. ana niktib I write

ana maniktibšī I don't write

B. Exercises.

Listen to sentences containing negative and positive forms of verbs learned so far. Give the correct translation of the verb.

C. Vocabulary

1.	mā...šī	not
2.	lɣaΘ	sent
3.	qbil	accept
4.	ʕmil	do
5.	trik	leave
6.	skeɱ	inhabit
7.	hžar	quit (some place)
8.	šrib	drink
9.	škir	thank
10.	sfar	travel
11.	ẓbar	oblige

Pre-speech 36. Negative commands of C-C-C verbs.

A. Grammar.

The negative command--eg., <u>don't go!</u> is formed by affixing the negative particle <u>mā...šī</u> to the second person of the inaccomplished tense. A singular or plural form of <u>you</u> may be denoted.

e.g. matiktbuśi (you(pl.) don't write!
matiktibši (you(sing.) don't write!

B. Exercises.

Listen to sentences containg negative command forms of verbs learned so far. Give the correct translation.

C. Vocabulary

1.	žbar	he obliged
2.	žbir	he collected-gathered
3.	kbir	he grew up
4.	sġir	he became smaller
5.	slah	he became good
6.	fsid	he became bad
7.	žhid	he forced himself
8.	t ib	he got tired
9.	mrid	he got sick
10.	nhad	he got well

Pre-speech 37. Other types of roots.

A. Grammar.

In addition to the usual tri-consonantal roots, symbolized C-C-C, there are roots in which one of the three consonants is a so-called weak consonant (y, ʔ, or w) which may or may not appear in certain forms, di-consonantal roots, roots in which one of the consonants is ayin ( )--a special class--and even roots in which two of the consonants are weak or missing.

Root consonants are called radicals, and roots in which one of the radicals is ʔ, y, or w are called weak roots. These three types of radicals will be denoted by the symbol W in the following sections. Thus C-W-C denotes a root in which the middle radical is weak.

B. Exercises.

Review verb conjugations of C-C-C roots.

C. Vocabulary.

Review verb roots.

Pre-speech 38. Accomplished tense of W-C-C roots.

A. Grammar.

The accomplished tense of W-C-C--that is, roots with a defective radical in initial position--is like that of the "strong verbs" (i.e., C-C-C) with the pattern:

WCVC-
WCVC-
WCVC-
WVCC-
WCVC-
WCVC-
WVCC-

E.g.	wṣul "to arrive"	ʔamar "to order"
ana	wṣult	ʔamart
inta	wṣult	ʔamart
huwa	wṣul	ʔamar
hiya	wuṣlit	ʔamrit
aḥna	wṣulna	ʔamarna
intuma	wṣultu	ʔamartu
huma	wuṣlu	ʔamru

B. Exercises.

Listen to sentences containing accomplished tense forms of the verbs below. Give the correct translation and pattern.

C. Vocabulary

1.	wgid	he lighted
2.	wzid	he found
3.	w ad	he pronounced
4.	?did	he authorized
5.	wrid	he brought water
6.	wžib	it became compulsory
7.	wkil	he defended
8.	wtir	he struggled

Pre-speech 39. Inaccomplished and imperatives of W-C-C roots.

A. Grammar.

The inaccomplished tense of W-C-C roots follows the normal pattern (CVC in the singular, CC in the plural) and has ū or ā as the prefix vowel.

E.g. wṣul "to arrive" amar "to order"

ana	nuwṣul	nāmar
inti	tuwṣul	tāmar
huwa	yuwṣul	yāmar
hiya	tuwṣul	tāmar
aḥna	nuwṣlu	nāmru
intuma	tuwṣlu	tāmru
huma	yuwṣlu	yāmru

The imperatives are

?usul	(you(sing.)) arrive!
?uslu	(you(plur.)) arrive!

B. Exercises.

Listen to sentences containing accomplished, inaccomplished and imperatives of W-C-C verbs. Give the correct translation of the verbs.

C. Vocabulary

wdah	he put
wsul	he arrived
ʔamar	he ordered

Pre-speech 40. Accomplished tense of C-W-C roots.

A. Grammar

The symbolization C-W-C denotes a root whose second radical (root consonant) is'defective'--i.e., it is not articulated. The defective second radical shows up in the verb infinitive as an elogation of the vowel following the first radical, e.g., qaal (or, alternatively, qāl).

The aa (ā) of the infinitive becomes either u or i in the accomplished tense conjugation.

e.g.s Infinitive	qāl "to say"	nāl "to get"
ana	qult	nilt
inti	qult	nilt
huwa	qāl	nāl
hiya	qālit	nālit
ahna	qulna	nilna
intuma	qultu	niltu
huma	qālu	nālu

The pattern thus displayed may be expressed as follo

Inf.	CāC
	Cu/iC-t
	Cu/iC-t
	CāC-Ø(i.e., nothing)
	CāC-it
	Cu/iC-na
	Cu/iC-tu
	CāC-u

Verbally, we can state the pattern thus: the long ā of the infinitive is retained in all third person forms; in other forms ā is replaced by u or i.

B. Exercises.

Listen to accomplished tense forms of the verbs bel

Give the proper translation.

C. Vocabulary

qāl	to say
ṣār	to become
sār	to walk fast
tār	to fly
ṣāf	to see
xāf	to be afraid
bāt	to stay overnight
tāb	to repent
fāt	to pass away
māt	to die

Pre-speech 41. Inaccomplished and imperative of C-W-C.

A. The inaccomplished tense forms of C-W-C roots (medially defective roots) have long i, a, or u (i.e., ī, ā, or ū) inserted between the consonants.

No vowel appears in the subject prefixes; u remains as the plural marker.

E.g. daar "to turn" zaald "to bring" xaaf "to be glad"

ana	ndūr	nžīb	nxāf
inti	tdūr	tžīb	txāf
huwa	ydūr	yžīb	yxāf
hiya	tdūr	tžīb	txāf
ahna	ndūru	nžību	nxāfu
intuma	tdūru	tžību	txāfu
huma	ydūru	yžību	yxāfu
Imperatives	dūr	žīb	xāf
	dūru	žību	xāfu

B. Exercises

Listen to sentences containing inaccomplished tense and imperative forms of C-W-C roots. Pick out and translate these verbs.

B. Exercises.

Listen to sentences containing inaccomplished tense and imperative forms of C-W-C roots. Pick out and translate these verbs.

C. Vocabulary

šār	to pinpoint
ϴār	to revolt
ḥār	to wonder
ḍār	to turn around
nāl	to get
tāl	to reach
bāʕ	to tell
dāʕ	to loose
ṭāḥ	to fall down
ḳās	to measure

Pre-speech 42. Accomplished of C-C-W roots.

A. Grammar.

By the symbolization C-C-W, we mean a root whose final radical is defective (not articulated).

Infinitives of C-C-W roots are always of the form ɕCā.

To conjugate such verbs in the accomplished tense, the following rules are applied:

1. retain the long a in all third person forms,
2. change ā to ī in all other forms.

E.g.s

Infin.	mšā--to go	šrā--to buy
ana	mši-t	šri-t
inti	mši-t	šri-t
huwa	mšá-	šrā-
hiya	mšā-t	šrā-t
ahna	mši-na	šri-na
intuma	mši-tu	šri-tu
huma	mšā-u*	šrā-u

*u after a vowel is pronounced w

B. Exercises.

Listen to accomplished tense forms of C-C-W verbs. Pick out and translate these verbs.

C. Vocabulary

lqā	to find
bdā	to begin
krā	to rent
šrā	to buy
rmā	to throw
ksā	to dress
qrā	to read
hnā	to bend
ṛqā	to raise

Pre-speech 43. Inaccomplished and imperatives of C-C-W roots.

A. Grammar.

The inaccomplished tense forms of C-C-W (final defective) roots are all of the form CCV where V may be ī, ā, or ū, and V does not change throughout the conjugation.

The plural marker u, since it necessarily follows a vowel, becomes consonantal--i.e., w.

E.g.	šrā--to buy	lqā--to find	ḥbā
ana	nišrī	nilqā	naḥbū
inti	tišrī	tilqā	taḥbū
huwa	yišrī	yilqā	yaḥbū
hiya	tišrī	tilqā	taḥbū
aḥna	nišrīw	nilqāw	naḥbūw
intuma	tišrīw	tilqāw	taḥbūw
huma	yišrīw	yilqāw	yaḥbūw
Imperatives	šrī	lqā	ḥbū
	šrīw	lqāw	ḥbūw

B. Exercises.

Listen to sentences containing inaccomplished tense and imperative forms of C-C-W roots. Pick out and translate these verbs.

C. Vocabulary

θnā	to thank
kfā	to suffice
qlā	to broil
šwā	to barbeque
sqā	to water
rxā	to tear down
ḥmā	to heat
ftā	to find an excuse
brā	to recover
mšā	to go

Pre-speech 44. Accomplished tense of doubled consonant roots: $C_1C_2C_2$

A. Grammar.

By the symbolization $C_1C_2C_2$, we denote roots whose final and medial radicals are identical.

These roots have a after the first radical in their infinitives, $C_1aC_2C_2$.

The infinitive form is retained intact throughout the accomplished tense conjugation. Where the subjective suffix begins with a consonant, an i is inserted before the suffix.

E.g.s

Infinitive	sadd-to plug something	xaff-to become light weight
ana	saddit	xaffit
inti	saddit	xaffit
huwa	sadd	xaff
hiya	saddit	xaffit
aḥna	saddina	xaffina
intuma	sadditu	xaffitu
huma	saddu	xaffu

B. Exercises.

Listen to sentences containing accomplished tense forms of doubled-radical verbs. Pick out and translate the verbs.

C. Vocabulary

radd	to return something
sadd	to close
ṣadd	to insist
kaff	to stop
xaff	to lighten
ṣaḥḥ	to become right
laḥḥ	to resist
ball	to dampen
dall	to lead

Pre-speech 45. Inaccomplished tense of doubled-consonant roots.

A. Grammar.

The inaccomplished tense forms of doubled-consonant roots are all of the form CVCC where V may be either i or u.

No vowel appears in the prefix.

E.g.s	sadd	radd
ana	nsidd	nrudd
inti	tsidd	trudd
huwa	ysidd	yrudd
hiya	tsidd	trudd
aḥna	nsiddu	nruddu
intuma	tsiddu	truddu
huma	ysiddu	yruddu
Imperatives	sidd	ʾrudd
	siddu	ʾruddu

B. Exercises.

Listen to sentences containing inaccomplished tense forms of the verbs below. Pick out and translate the verbs.

C. Vocabulary

ḥall	to open up
ẓarr	to pull
fakk	to separate something
šadd	to tighten up
ḥadd	to draw a line, a frontier

haž̌ž̌	to go on the pilgrimage
raž̌ž̌	to shake
daž̌ž̌	to revolt
ʕass	to watch, guard

Pre-speech 46. Verbs with ʿayin roots.

A. Grammar.

Verbs with ayin "ʕ" as a radical are conjugated like stong verbs:

E.g. sʕam "to get fed up"

ana	sʕamt	nisʕam
inti	sʕamt	tisʕam
huwa	sʕam	yisʕam
hiya	sʕamit	tisʕam
aḥna	sʕamna	nisʕamu
intuma	sʕamtu	tisʕamu
huma	sʕamu	yisʕamu

B. Exercises.

Listen to sentences containing conjugated forms of the verbs below. Pick out and translate these verbs.

C. Vocabulary.

ʔakal--kla	to eat
ʕamin	to secure
ʕamal	to hope
ž̌āʕ	to come
braʕ	to recover
btaʕ	to miss for a long time
qraʕ	to read
sʕam	to get fed up
ʕaxad--xda	to take

Pre-speech 47. Expressing future tense.

A. Grammar.

Futurity can be expressed specifically by means of temproral adverbs like ġudwa "tomorrow", or can be expressed as a general notion by placing the word māž̌i (literally "going") before the inaccomplished form of the verb.

For example:

ana nimši lissfāra I go to the embassy

ana māši nimši lissfāra I will go to the embassy

B. Exercises.

Listen to sentences expressing futurity. Pick out and translate the relevant expressions.

C. Vocabulary

sken	to inhabit
fhem	to understand
žā	to come
tlā	to show up
dhor	to appear
srab	to drink
sxun	to heat up
brid	to cool off
hmā	to warm up

Pre-speech 48. The present progressive.

A. Grammar

To indicate progression in the present tense (e.g., he is going) use a form of qāʕid. This form must agree with the subject of the verb in gender and number.

The forms are:

qāʕid masculine singular

qāʕida feminine singular

qāʕidin plural

E.g.

ana	qāʕid (or qāʕida)	niktib
inti	qāʕid (or qāʕida)	tiktib
huwa	qāʕid	yiktib
hiya	qāʕida	tiktib
ahna	qāʕidīn	niktbu
intuma	qāʕidīn	tiktbu
huma	qāʕidīn	yiktbu

B. Exercises.

Listen to sentences containing present progressive forms. Pick out and translate these verbs.

C. Vocabulary

qal	to say
ntaq	to speak up
smaʕ	to hear
ʕraf	to know
ḍāq	to last
šamm	to smell
ʕṭas	to sneeze
kahh	to cough
saḥḥ	to strengthen
rḥam	to bless

Pre-speech 49. The past progressive

A. Grammar.

To form the past progressive (e.g. I was going) Tunisian uses the accomplished form of kān "to be" with the proper form of qaʕid.

E.g.

ana	kunt	qaʕid	niktib
inti	kunt	qaʕid	tiktib
huwa	kān	qaʕid	yiktib
hiya	kānit	qaʕida	tiktib
aḥna	kunna	qaʕidīn	niktbu
intuma	kuntu	qaʕidīn	tiktbu
huma	kānu	qaʕidīn	yiktbu

B. Exercises.

Listen to sentences containing past progressives. Pick out and translate these verbs.

C. Vocabulary

šra	to buy
bāʕ	to sell
bʕaθ	to send
wžid	to find
lqa	to find
kra	to rent
qbil	to receive
wṣul	to arrive

Pre-speech 50. The active participle.

A. Grammar

The active participle has the meaning "one who is doing".

It is formed by inserting ā after the first radical and Ī after the second radical.

E.g.

kātib "a writer"

B. Exercises.

Listen to active participles. Translate the participles and give the normal verb form.

C. Vocabulary

Verb	Active Participle
šra	šāri
bāʕ	bāyiʕ
bʕaθ	baʕiθ
wžid	wažid
lqa	lāqi
kra	kāri
qbil	qābil
wṣul	wāṣil
qdaḥ	qādiḥ
qal	qāyil
nṭaq	nāṭiq
smaʕ	sāmiʕ
ʕraf	ʕārif
ḍaq	ḍayiq
rḥam	rāḥim

Pre-speech 51. The passive participle.

A. Grammar.

The passive participle has the meaning "that which is done" in which case it functions as a noun; or it can be used as an adjective with the maaning "done".

It is formed by prefixing ma- and inserting ū after the second radical.

E.g.s

makt̄ūb	written
ma-mūl	done
maftuḥ	open
maġluq	closed

B. Exercises.

Listen to sentences containing passive participles. Pick out and translate the participles.

C. Vocabulary

Verb	Passive Participle
šra	mašru
bāʿ	mabyu
bnaθ	mabnuθ
wžid	mawžud
lqa	malqu
kra	makru
qbil	maqbul
wṣul	mawṣul
qdaḥ	maqduḥ
qal	maqyul
ntaq	manṭuq
sma	masmu
ʿraf	maʿruf
ḥaq	maḥyuq
rham	marḥum

Pre-speech 52. The verb "to have"

A. Grammar.

The verb "to have" ʿand takes the possessive pronoun suffixes (rather than the regular subject prefixes) in its conjugation.

ʿandi	I have
ʿandik	you have
ʿandu	he has
ʿandha	she has
ʿandna	we have
ʿandkum	you have
ʿandhum	they have

B. Exercises.

Listen to sentences containing conjugated forms of "to have". Pick out and translate the verbs.

C. Vocabulary

None. Review verbs.

Pre-speech 53. Direct object suffixes.

A. Grammar.

Tunisian expresses direct object pronouns (me, you, him, her, us, you, them) by means of a set of suffixes which follow the verb stem and subject affixes (if present).

These suffixes are nearly identical to the possessive suffixes seen earlier. They are:

-ni	me	as in zūrni
-ik	you	as in nzūrik
-u*	him, it	as in nzūru
-ha	her, it	as in nzūrha
-na	us	as in nzūrna
-kum	you	as in nzūrkum
-hum	them	as in nzūrhum

* -u has three different forms depending on phonetic context: after a word final vowel, it is -h; after a word final consonant, it is -u; elsewhere it is-hu. For example:

nzūru	I visit him
nibdah	I begin it
nbiʿhulilk	I sell it to you

B. Exercises.

Listen to sentences containing verbs with direct object suffixes. Pick out the verb and translate the direct object suffix.

C. Vocabulary

ʿiža ġudwa šufni

come tomorrow to see me

filaman, nqabilkum filʿšiya

goodbye, I'll meet you in the afternoon

rīthum ʿames filblad
I saw them yesterday in the town

nšufik ġudwa
I'll see you tomorrow

barra šuf ma yusluḥ bīk
go see what for you is good

rabbi yahdik
god directs you

elli tehsbu musa yiṭlaʿlik farʿum
the one you think him Moses turns out to you Faraoh

Pre-speech 54. Indirect object suffixes.

A. Grammar.

Indirect object pronouns (to & me, you, him, her, us, you, them) can also be attached directly to the verb by a set of suffixes which follow the direct object suffixes (if there is one).

The suffixes consist of the preposition <u>l(i)</u> "to" plus the possessive or objective pronoun suffixes.

E.g. nbiʿhu I sell it

nbiʿhuli	I sell it to me
nbiʿhulik	I sell it to you
nbiʿhulu	I sell it to him
nbiʿhulha	I sell it to her
nbiʿhulna	I sell it to us
nbiʿhulkum	I sell it to you
nbiʿhulhum	I sell it to them

B. Exercises

Listen to verbs containing indirect object suffixes, give the correct translation of the suffix.

C. Vocabulary

škālkum bḥalu
he complained to you of his affairs

beni ubenik
between me and you

minni lik
from me to you

žabli ma qultlu ʕlīh
he brought me what I told him to

hkālik belli fibalu
he told you what was on his mind

bʕaθtlu ma žabithulu ʔummu
I sent him what his mother brought him.

hsibtilha flusha
I counted for her her money

qralha iždžwab
he read her the letter

ktiblha lʕaqd
he wrote her the contract

rmalu lḥbal
he threw him the rope.

Pre-speech 55. Verbs in series. The first person plural imperative.

A. Grammar.

In English if two verbs are strung together, the second one is given the infinitive form, e.g., he wants to go. In Tunisian, however, both verbs are conjugated such that the literal form would be "he wants he goes".

To express the first person plural imperative--e.g., let's go, the particle haya is placed before the verb.

E.g.s

huwa yhibb yuqʔud
he he wants he stays
he wants to stay

haya nimšī let's go
haya nuqʔdu let's stay

B. Exercises

Listen to sentences containing verbs in series. Pick out and translate the verbs.

C. Vocabulary

None. Review previous vocabulary.

Pre-speech 56. Counting I.

A. For some common nouns the notion "two of something" may be expressed by the dual form of the noun; otherwise the form zuz plus the regular plural of the noun is used.

B. Exercises.

Listen to sentences containing numbers below with nouns of previous vocabularies. Give correct translation.

C. Vocabulary

one	wāḥid	six	sitta
two	ṮnÎn (zūz)	seven	sabʕa
three	ṮlaṮu	eight	Ṯmanya
four	arbʕa	nine	tisʕa
five	xamsa	ten	ʕašra

Pre-speech 57 Counting II

A. The numerals eleven through nineteen require a prefixed n- on the noun; e.g., ḥdas nmaktab.

From eleven on, nouns following these numerals are in the singular form, e.g. Ṯmunṭaš namirīki.

Compound numbers (22, 31, 45, etc.) are formed on the pattern "one and thirty"--wahid u ṮlāṮnÎn.

B. Exercises.

Listen to expressions using numbers below with nouns of previous lessons. Give correct translation.

C. Vocabulary

eleven	ḥdāš	sixteen	suṭāš
twelve	aṮnāš	seventeen	sbaʕṭāš
thirteen	Ṯluṭāš	eighteen	Ṯmunṭāš
fourteen	arbaʕṭāš	nineteen	tsuʕṭāš
fifteen	xmustāš	twenty	ʕišrÎn

one hundred miyā

Number 30, 40, 50, ...90 are formed by adding -īn to the base 3, 4. 5, ...9.

Pre-speech 58. Telling time.

A. Time expressions are given by using the proper number for the hour followed by w plus the number of "steps" (i.e. five minute units) or plus ġīr "lacking" plus the number of "steps" to the hour. Special words for "quarter" and "half" are used where appropriate.

For exmmple:

4:00	larbɛa
4:05	larbɛa udraž
4:10	larbɛa udaržīn*
4:15	larbɛa wurbuɛ
4:20	larbɛa warbaɛ adrāž
4:25	larbɛa uxamsa adraž
4:30	larbɛa unusf
4:35	larbɛa usabɛa adraž
4:40	larbɛa uθmanya adraž
4:45	lxamsa ġīr urbuɛ
4:50	lxamsa ġīr daržīn
4:55	lxamsa ġīr draž
5:00	lxamsa bi-l-abt

* dual form of draž

B. Exercises

Listen to time expressions given on tape or by the teacher. Draw a large clock on the board and respond to sentences by pointing out the time given in Tunisian.

C. Vocabulary

1.	sāɛa, p. sāɛāt	hour
2.	dqiqa, p. dqāyaq	minute
3.	waqt, p. awqāt	time
4.	mungāla, p. mnāgil	clock, watch
5.	māḍi	past
6.	lūwil	noon
7.	tawwa	now
8.	ġir or illa	except, lacking
9.	draž, p. adraž	step, five minutes
10.	šnuwwa lwaqt	what time is it?

Pre-speech 59. Weights and measures.

A. From the vocabulary below, the teacher will construct sentences dealing with prices and shopping.

Students should respond by translating the sentence.

B. Vocabulary

kilū	kilo
grām	gra,
mitrū	meter
sintimitrū	centimeter
kilumitrū	kilometer
sūm	price
wzin	weith
qaddaš	how many
bqaddaš	how much
xudra(xudar)	vegetable
ż arbya	carpet

Pre-speech 60. Directions.

A. From the vocabulary below, the teacher will give instructions as to what to do. Students should respond by following the instructions.

B. Vocabulary

ʕala yimīnik	on your right
ʕala yisārik	on your left
quddāmik	in front of you
wurāk	behind you
ilquddām	straight ahead
wīn žā...	where is found...
bʕid	far
muš bʕid	not far
buqʕa	place
triq	way, road
dūra	corner
qrība	near